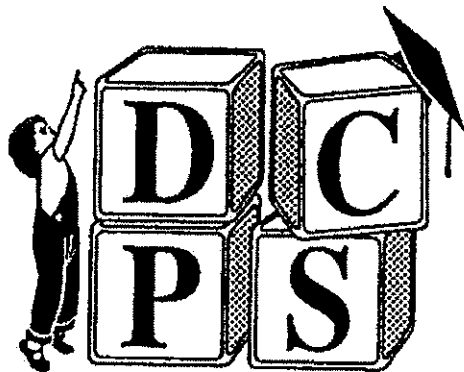


DAVISS COUNTY BOARD OF EDUCATION

EVALUATION PLAN FOR CERTIFIED STAFF



***2007-2008
SCHOOL YEAR***

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

<u>Daviess County Public Schools</u>	<u>(270) 852-7000</u>
Name of District	Telephone Number

<u>1622 Southeastern Parkway</u>	<u>Owensboro, Kentucky</u>	<u>42303</u>
Street Address	City/State	Zip Code

Tom Shelton
Superintendent

<u>Scott Hawkins</u>	<u>Director of Personnel</u>	<u>(270) 852-7000</u>
Evaluation Plan Contact Person	Position	Telephone Number

Evaluation Plan Development Committee Members and Their Position Titles
(at the time of adoption)

Scott Hawkins	Committee Chair Daviess County Public Schools, Director of Personnel
Julie Clark	Director, Middle and Secondary Schools
Vicki Riley	Director, Elementary Education
Amy Shutt	Principal, Burns Elementary
Beverly Dawson	Principal, Sorgho Elementary
Matthew Constant	Principal, Daviess County High
Gates Settle	Principal, Daviess County Middle
Mark Owens	Principal, Burns Middle School
Tom Purcell	Principal, Apollo High School
Robin Bush	Assistant Principal, Tamarack Elementary
Allison Coomes	Principal, Tamarack Elementary
Tom Shelton	Superintendent
Jenny Day	Teacher, Audubon Elementary
Amy Bell	Teacher, Burns Elementary
Yvonne Austin	Teacher, Burns Middle
Nathan Satterley	Teacher, Burns Middle
Tiffany Johnson	Teacher, East View Elementary

Evaluation Plan Development Committee Members and Their Position Titles, Continued
(at the time of adoption)

Bob Dych	Teacher, Daviess County High
Paul Bates	Teacher, Daviess County High
Kandie McDaniel	Teacher, Daviess County Middle
Sonya Beyke	Teacher, West Louisville
Angela Yeand	Teacher, County Heights Elementary
Mitchell Jones	Teacher, Utica/ West Louisville Elementary
Jeanette Campbell	Teacher, College View Middle

Ex Officio Members

Janette Tichenor	Uniserv, Area Director (KEA)
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TIMELINE

Within one month of reporting for employment	Orientation for Evaluation Plan
*October 15	Complete Professional Growth Plan for newly hired teachers.
Before December 1	First Formative Evaluation for non-tenured teachers
Before April 1	Formative Evaluation for tenured teachers
April 1	Second Formative Evaluation completed
April 15	Formative Evaluations, a Professional Growth Plan for Educators, and the Summative Evaluation for Educators are due in the superintendent's office for non-tenured teachers working on an <u>Assistance Plan</u> .
May 15	Complete all other evaluations.
June 10	One copy of all evaluations for tenured teachers is due in the superintendent's office.

*The Professional Growth Plan will be completed in the spring of the school year. Schools must keep a copy of each evaluation form for each teacher as a part of the teacher's permanent record.

I. ASSURANCES

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by a committee appointed by the superintendent or his designee and composed of an equal number of teachers and administrators.

All certified personnel will annually be oriented to the evaluation process and criteria for evaluation. The immediate supervisor of each certified employee will be the primary evaluator.

Each evaluator will be trained in appropriate evaluation techniques and the use of local instruments and procedures.

All administrators, non-tenured teachers and the superintendent will be evaluated annually.

All tenured teachers will have a summative evaluation at least biannually.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

Monitoring and observations are ongoing. The first formative evaluation should be completed by December 1 and the second formative evaluation by April 1. Evaluatees will be made fully aware of evaluation data as it is collected.

Each person evaluated will have both formative (collection of any data) and summative conferences with the primary evaluator regarding his/her performance and receive a copy of each and all data following both the formative and summative evaluations.

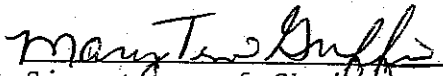
An individual professional growth plan shall be established for all certified employees. This plan shall comply with all requirements of 704 KAR 3:345.

Each evaluatee shall be given a copy of his/her formative and summative evaluations and same shall be filed in the personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.


Each person evaluated will be provided the opportunity for a review of his/her Summative Evaluation by the Local District Evaluation Appeals Panel composed of two (2) elected and one (1) appointed person from the certified staff.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on 6-21-2007.



Signature of Chairperson, Board of Education

6-21-07



Signature of District Superintendent

6-21-07

Date

STATEMENT OF PURPOSE

The Daviess County Public Schools, a public supported educational agency, has the responsibility to assure parents and community residents of its intent to provide area students the best possible education. Evaluation of instructional staff and programs of instruction is the key in meeting this public responsibility.

Professional evaluation is a cooperative program planned to improve the performance of each certified staff member through evaluation by the immediate supervisor or his/her designee. This involves the assessment of each staff member's strengths and weaknesses, discussing the determined strengths and weaknesses, commending the strengths and working together to improve the weaknesses.

III. EVALUATION OVERVIEW

A. PROCEDURE FOR EVALUATION

The principal is the primary evaluator of teachers; however, assistant principals, and/or central office staff, other principals, and other trained people may assist in the evaluation. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated in the formative process. Classroom visitation will occur on a regular basis by the administrator or his designee to become better acquainted with the teachers, to observe good practices, which may be shared with other teachers, and to develop a plan for improvement of weaknesses. Properly used, it promotes the exchange of ideas and allows for suggestions to enhance strengths and to overcome weaknesses. The supervisory personnel should be considered resource persons who may be called upon for assistance or to share ideas which have proven to be successful.

All principals will observe special category teachers or itinerant teachers who divide their time between two or more buildings with the Summative Evaluation being filled out by the base school. The base school principal is responsible for completing the Summative Evaluation with input from supporting principals.

Teachers assigned to satellite operations (i.e., Owensboro Treatment Center) or assigned to private schools as part of a federal program will be evaluated by the Assistant Superintendent for Teaching and Learning or his/her designee.

Administrative staff will be evaluated by their immediate supervisor unless otherwise designated. The evaluator may ask others (i.e., teachers) for input.

B. TRAINING

All evaluators of teachers and administrators will be trained, tested, and certified through the requirements specified by the state regulation.

C. ORIENTATION

All new employees to Daviess County Public Schools receive a one-day orientation program prior to the opening of the school year. During this program the evaluation process is explained and sample forms are given to new staff members. Any teacher hired after the beginning of the school year shall be given an orientation of the evaluation process by the building level administrator. This shall occur before the first formative observation.

Within the first month of school at a faculty meeting, the principals shall give explanation to and discuss with all certified employees so that each understands the process, the forms used, and who will be conducting their evaluation.

D. EVALUATION TIMELINE

The Daviess County evaluation process will follow the schedules outlined below:

- Non-tenured certified staff in Daviess County will be observed a minimum of two (2) times each school year and evaluated one (1) time using the Summative Evaluation for Educators OR Professional Work Plan forms. All certified employees will file a Professional Growth Plan for Educators with their supervisor to record plans for continued professional enhancement.
- Tenured certified staff in Daviess County will be observed a minimum of one (1) time each school year and evaluated at least once every two (2) years using the Summative Evaluation for Educators form. Additional formative evaluations are required if any standard rating is marked "Not Satisfactory," or if an observation is "Not Satisfactory."
- Administrators in Daviess County will be evaluated annually.
- The Superintendent in Daviess County will be evaluated annually. Provisions for Superintendent's professional growth will be made available as pursuant to KRS 156.111.

E. CORRECTIVE ACTION PROCESS

In order to provide assistance to employees whose performance is not at a satisfactory level, the district may provide an assistance team consisting of the evaluatee, the primary teacher, a central office representative, the employee's representative (if so chosen), and other resource personnel as needed. The team will meet, discuss areas of weakness and develop a plan for improvement for the employee.

- The team will meet on a regular basis as determined by the assistance team to assist the evaluatee in the area(s) of concern. They will provide professional development opportunities, observe in the classroom, and monitor progress of the employee. The professional growth plan is a required part of this process.
- At the conclusion of the summative evaluation process, a determination will be made by the assistance team if the plan needs to be continued for one additional year.

IV. TEACHER/MEDIA SPECIALIST EVALUATION

A. GUIDE FOR PRINCIPAL OBSERVER

1. During the first month of school an annual evaluation folder will be started for each teacher. The folder should contain:
 - a. The Daviess County Plan for Evaluation
 - b. A job description
 - c. The appropriate evaluation forms
 - d. Educator Standards for evaluations
2. The principal shall prepare a master list of total staff plus the part-time and itinerant teachers to be evaluated.

B. FORMATIVE OBSERVATION INSTRUMENT (APPENDIX B)

1. Planning the observation
The classroom observation is designed to strengthen the instructional program. Prior to the observation, the planning should include discussions between the observer/principal and the teacher as to the ground rules for making the observations. A pre-observation worksheet may be used for gathering information. (APPENDIX A)
2. Formative Evaluation should begin shortly after school starts and should be appropriately scheduled through the year. The Formative Evaluation Instrument is designed to be completed immediately after an observation of teaching. Each observation will be conducted openly and with the full knowledge of the teacher or administrator and will last a minimum of 20 minutes.

This instrument contains areas of instruction that are observable and measurable in the teaching process, as well as professional responsibilities. The teacher will sign the Formative Evaluation Instrument, indicating he/she has met with the principal and has received a copy of the evaluation.

3. The ratings that an individual may receive on each standard on the evaluation system are as follows:
 - a. Satisfactory
 - b. Growth Required
 - c. Not Satisfactory

C. SUMMATIVE EVALUATION FOR EDUCATORS (APPENDIX C)

1. The Daviess County evaluation plan takes into account teacher characteristics and behaviors which may not be easily observed during the presentation of a lesson. These characteristics are observed and measured throughout the entire year, in and outside the classroom.
2. Important points to remember about the Summative Evaluation
 - a. It is a continuous process that begins the first month of school and continues throughout the evaluation cycle.
 - b. Each item on the Summative Evaluation stands as an individual standard of performance and may be determined at any time during the school year and may be scored more than one time.
 - c. It should be understood by all parties that the standards of performance listed on the Summative Evaluation also are a specific part of the job description.
 - d. It should be clearly explained that the Summative Evaluation and the Formative Evaluation are two formal instruments for evaluation. However, a letter written to the teacher by the principal and other notes and remarks properly given also are a very important part of the evaluation system. The summative evaluation conference will include all data gathered during the evaluation cycle.
 - e. The evaluation will become part of the employee's official file. Each certified employee has the opportunity to respond in writing to the evaluation and this response will become part of the official file.

D. RATINGS

The ratings that an individual may receive on each standard on the summative evaluation instrument are as follows:

- a. Satisfactory
- b. Growth Required
- c. Not Satisfactory

E. PROFESSIONAL GROWTH PLAN (APPENDIX D)

The component of the evaluation that perhaps is the most important is the Professional Growth Plan. The plan will indicate either a desire or need for professional growth. The individual administering the evaluation and other supervisory personnel will assist in the growth plan. An individual Professional Growth Plan or Daviess County Public Schools Work Plan is required for every certified employee. Item(s) chosen for professional growth will be aligned with standard descriptors and/or the School/District Consolidated Plan. Any standard rating on the Formative Evaluation Instrument of "Not Satisfactory" (NS) must be addressed in the Professional Growth Plan. It is strongly recommended any standard rating of "Growth Required" be addressed in the growth plan. An overall rating of "Growth Required" or "Not Satisfactory" on the Summative Evaluation must be addressed in the Professional Growth Plan. The Professional Growth Plan will be completed and reviewed annually.

F. CONFERENCES

The component of the Daviess County evaluation plan that is most critical is the conference. It is desirable that a conference be held prior to the first observation. A post-conference shall be held within five (5) school days of formative evaluation(s). A summative conference is required at the end of the evaluation cycle. Teachers shall receive copies of all evaluations within five (5) school days of the evaluation.

V. ADMINISTRATORS EVALUATION

A. SUPERINTENDENT

The Board of Education shall evaluate the superintendent on an annual basis. He/she will be evaluated using the administrator evaluation plan.

B. STAFF DEVELOPER

The principal or his designee shall evaluate staff developers on an annual basis.

C. SCHOOL COUNSELOR

The principal or his designee shall evaluate guidance counselors on an annual basis.

D. PRINCIPAL, ASSISTANT PRINCIPAL, CENTRAL OFFICE ADMINISTRATORS, CENTRAL OFFICE RESOURCE

The superintendent shall be responsible for the evaluation of principals, assistant principals, and central office administrators, and central office resource. He/she may request assistance from other professional staff. The work plan will be developed with the primary evaluator during the evaluation process. This will target leadership competencies as listed in job descriptions, ISLLC standards and leadership dimensions. This work plan will be aligned with the goals and objectives of the school and district. The evaluation will be done on an annual basis.

VI. WRITTEN DISAGREEMENT

Any employee disagreeing with any Formative Evaluation or part thereof may submit a written statement expressing disagreement attached to the evaluation.

Any employee wishing to appeal a Summative Evaluation must notify the Director of Personnel within ten (10) working days of receipt of the evaluation.

References:

DCPS Board Policy #3.16, Grievance Procedures

DCPS Administrative Procedure #3.16 AP.1, Grievance Procedures

File: Title IX Grievance Procedure

Appeals Procedures

Appendices

VII. FORMS

- A. PRE-OBSERVATION WORKSHEET (APPENDIX A)
- B. FORMATIVE EVALUATION INSTRUMENT (APPENDIX B) (Used for teachers and media specialists)
This form is designed to be used by personnel responsible for teacher evaluation, as well as other professional personnel interested in strengthening the instructional program of the Daviess County School Board. A minimum of one Formative Evaluation Instrument will be completed for every tenured teacher and two for non-tenured teachers.
- C. SUMMATIVE EVALUATION INSTRUMENT (APPENDIX C)
This form will be completed annually for non-tenured teachers and every other year for tenured teachers.
- D. PROFESSIONAL GROWTH PLAN (APPENDIX D)
This form will be used to develop a program of enrichment and/or assistance for all certified staff members.
- E. STAFF DEVELOPER (APPENDIX E)
- F. SCHOOL COUNSELOR (APPENDIX E1)
- G. PRINCIPAL SUMMATIVE EVALUATION (APPENDIX E2)
- H. ASSISTANT PRINCIPAL (APPENDIX E3)
- I. INPUT QUESTIONS FOR PRINCIPAL (APPENDIX E4)
- J. INPUT QUESTION FOR ASSISTANT PRINCIPAL (APPENDIX E5)
- K. ASSISTANCE TEAM LOG OF ACTIVITIES (APPENDIX F)
- L. ASSISTANCE TEAM RECORD (APPENDIX F/1)
- M. GRIEVANCE INITIATION FORM (APPENDIX I/1)
- N. GRIEVANCE RESPONSE FORM (APPENDIX I/1)
- O. APPEALS PANEL HEARING REQUEST FORM (APPENDIX K/2)

APPENDICES

◆ APPENDIX A	PRE-OBSERVATION WORKSHEET
◆ APPENDIX B	FORMATIVE EVALUATION INSTRUMENT
◆ APPENDIX C	SUMMATIVE EVALUATION FOR EDUCATORS
◆ APPENDIX D	PROFESSIONAL GROWTH PLAN FOR EDUCATORS
◆ APPENDIX E	STAFF DEVELOPER
◆ APPENDIX E1	SCHOOL COUNSELOR
◆ APPENDIX E2	PRINCIPAL SUMMATIVE
◆ APPENDIX E3	ASSISTANT PRINCIPAL SUMMATIVE
◆ APPENDIX E4	INPUT QUESTIONS FOR PRINCIPAL
◆ APPENDIX E5	INPUT QUESTIONS FOR ASST PRINCIPAL
◆ APPENDIX F	ASSISTANCE TEAM LOG OF ACTIVITIES
◆ APPENDIX F1	ASSISTANCE TEAM RECORD
◆ APPENDIX H	GRIEVANCES
◆ APPENDIX I	GRIEVANCE PROCEDURE
◆ APPENDIX I/1	GRIEVANCE INITIATION FORM GRIEVANCE RESPONSE FORM
◆ APPENDIX J	TITLE IX GRIEVANCE PROCEDURE
◆ APPENDIX K	THE APPEALS PANEL
◆ APPENDIX K1	APPEALS PANEL PROCEDURES AND TIMELINE
◆ APPENDIX K/2	APPEALS PANEL HEARING REQUEST FORM

DAVIESS COUNTY PUBLIC SCHOOLS
PRE-OBSERVATION FORM

TEACHER'S NAME _____ DATE 1ST: _____

DATE 2ND: _____

SCHOOL _____ SUBJECT OR GRADE LEVEL _____

EVALUATOR'S NAME _____

STANDARD 1: The teacher consistently designs and plans effective instruction.

Observation
1st 2nd

Indicator 1.1 ☐ ☐ Focuses instruction on district and state standards.

Indicator 1.2 ☐ ☐ Designs and plans learning experiences that challenge, motivate, and actively engage the learner.

Indicator 1.3 ☐ ☐ Designs and plans appropriate assessments to guide instruction.

Indicator 1.4 ☐ ☐ Develops instruction that requires students to apply knowledge, skills, and thinking processes.

Indicator 1.5 ☐ ☐ Creates learning experiences that meet individual student needs through differentiated instruction and implementation of individual service plans. (IEP, 504, PSP, GSSP)

Indicator 1.6 ☐ ☐ Collaborates with teachers to design and plan instruction that supports student learning.

Indicator 1.7 ☐ ☐ Displays the ability to reflect and adapt teaching practices in designing/planning of instruction.

Indicator 1.8 ☐ ☐ Uses all available assessment data to design and plan instruction.

For indicators that will not be seen during the classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

STANDARD 2: The teacher consistently makes effective use of resources.

Observation

1st 2nd

- Indicator 2.1 ☐ ☐ Designs and delivers lessons using available and appropriate technology.
Indicator 2.2 ☐ ☐ Uses a variety of resources to enhance student learning.
Indicator 2.3 ☐ ☐ Uses multimedia tools for the delivery of instruction.
Indicator 2.4 ☐ ☐ Uses community resources to enhance learning.
Indicator 2.5 ☐ ☐ Follows Acceptable Use Agreement for Technology.
Indicator 2.6 ☐ ☐ Supervises students in the ethical and legal use of technology.
Indicator 2.7 ☐ ☐ Demonstrates basic computer knowledge.

For indicators that will not be seen during classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

STANDARD 3: The teacher consistently delivers and effectively communicates content knowledge and skills to students using research- based best practices.

Observation

1st 2nd

- Indicator 3.1 ☐ ☐ Engages students in individual and cooperative learning experiences.
Indicator 3.2 ☐ ☐ Connects content skills to prior knowledge, real world applications and other disciplines.
Indicator 3.3 ☐ ☐ Differentiates instruction to meet a variety of student learning styles and abilities.
Indicator 3.4 ☐ ☐ Employs instructional methods that address diverse populations
Indicator 3.5 ☐ ☐ Uses instructional methods that foster and promote higher level thinking.
Indicator 3.6 ☐ ☐ Uses questioning strategies appropriately to help students solve problems and/or think critically.

For indicators that will not be seen during classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

STANDARD 4: The teacher consistently creates and maintains an effective learning environment.

Observation

1st 2nd

Indicator 4.1 ☐ ☐ Communicates appropriate learning and behavioral expectations for all students.

Indicator 4.2 ☐ ☐ Communicates with and challenges students in a supportive manner and provides students with constructive, timely feedback.

Indicator 4.3 ☐ ☐ Maintains a positive rapport and responds to students in an appropriate manner.

Indicator 4.4 ☐ ☐ Demonstrates thorough preparation and makes effective use of class time.

Indicator 4.5 ☐ ☐ Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

Indicator 4.6 ☐ ☐ Recognizes and adjusts instructional practices to motivate and meet students needs.

Indicator 4.7 ☐ ☐ Arranges physical classroom to support student learning.

For indicators that will not be seen during classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

STANDARD 5: The teacher consistently demonstrates appropriate and professional relationships with peers, students, parents and others.

Observation

1st 2nd

Indicator 5.1 ☐ ☐ Utilizes school support services and/or community agencies to meet student needs.

Indicator 5.2 ☐ ☐ Creates and utilizes opportunities for communication with peers, students, parents and others.

Indicator 5.3 ☐ ☐ Builds positive relationships with students, staff, parents, and others.

Indicator 5.4 ☐ ☐ Relates with and works well with others.

For indicators that will not be seen during classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

STANDARD 6: The teacher consistently demonstrates professionalism in all aspects of performance.

Observation

1st 2nd

- Indicator 6.1 ☐ ☐ Upholds and models Kentucky's School Professional Code of Ethics.
- Indicator 6.2 ☐ ☐ Discusses students and school issues in a professional manner, maintaining respect and confidentiality.
- Indicator 6.3 ☐ ☐ Follows district/school policies and procedures including attendance, punctuality and timelines in performing professional duties.
- Indicator 6.4 ☐ ☐ Follows proper channels to address issues and problems.
- Indicator 6.5 ☐ ☐ Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the class) consistent with job responsibilities.
- Indicator 6.6 ☐ ☐ Performs supervisory duties in a manner to lower the risk of potential injury to self and others.
- Indicator 6.7 ☐ ☐ Dresses professionally.
- Indicator 6.8 ☐ ☐ Demonstrates appropriate communication skills, both written and verbal.
- Indicator 6.9 ☐ ☐ Seeks professional growth opportunities and activities.
- Indicator 6.10 ☐ ☐ Uses planning time to promote student success.

For indicators that will not be seen during classroom observation, please provide evidence of the indicator having been addressed through lesson plans, student work samples or in other ways.

DAVIESS COUNTY PUBLIC SCHOOLS
FORMATIVE EVALUATION INSTRUMENT

TEACHER'S NAME _____ DATE 1ST: _____

DATE 2ND: _____

SCHOOL _____ SUBJECT OR GRADE LEVEL _____

EVALUATOR'S NAME _____

STANDARD 1: The teacher consistently designs and plans effective instruction.

Observation
1st 2nd

- Indicator 1.1 ☐ ☐ Focuses instruction on district and state standards.
Indicator 1.2 ☐ ☐ Designs and plans learning experiences that challenge, motivate, and actively engage the learner.
Indicator 1.3 ☐ ☐ Designs and plans appropriate assessments to guide instruction.
Indicator 1.4 ☐ ☐ Develops instruction that requires students to apply knowledge, skills, and thinking processes.
Indicator 1.5 ☐ ☐ Creates learning experiences that meet individual student needs through differentiated instruction and implementation of individual service plans. (IEP, 504, PSP, GSSP)
Indicator 1.6 ☐ ☐ Collaborates with teachers to design and plan instruction that supports student learning.
Indicator 1.7 ☐ ☐ Displays the ability to reflect and adapt teaching practices in designing/planning of instruction.
Indicator 1.8 ☐ ☐ Uses all available assessment data to design and plan instruction.

Comments 1st Observation: _____

Comments 2nd Observation: _____

1st observation

MET ☐

GROWTH REQUIRED ☐

NOT MET ☐

2nd observation

MET ☐

GROWTH REQUIRED ☐

NOT MET ☐

STANDARD 2: The teacher consistently makes effective use of resources.

Observation		
1 st	2 nd	
Indicator 2.1	<input type="checkbox"/> <input type="checkbox"/> Designs and delivers lessons using available and appropriate technology.	
Indicator 2.2	<input type="checkbox"/> <input type="checkbox"/> Uses a variety of resources to enhance student learning.	
Indicator 2.3	<input type="checkbox"/> <input type="checkbox"/> Uses multimedia tools for the delivery of instruction.	
Indicator 2.4	<input type="checkbox"/> <input type="checkbox"/> Uses community resources to enhance learning.	
Indicator 2.5	<input type="checkbox"/> <input type="checkbox"/> Follows Acceptable Use Agreement for Technology.	
Indicator 2.6	<input type="checkbox"/> <input type="checkbox"/> Supervises students in the ethical and legal use of technology.	
Indicator 2.7	<input type="checkbox"/> <input type="checkbox"/> Demonstrates basic computer knowledge.	
Comments 1 st Observation: _____		
Comments 2 nd Observation: _____		
1 st observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>
2nd observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>

STANDARD 3: The teacher consistently delivers and effectively communicates content knowledge and skills to students using research- based best practices.

Observation		
1 st	2 nd	
Indicator 3.1	<input type="checkbox"/> <input type="checkbox"/> Engages students in individual and cooperative learning experiences.	
Indicator 3.2	<input type="checkbox"/> <input type="checkbox"/> Connects content skills to prior knowledge, real world applications and other disciplines.	
Indicator 3.3	<input type="checkbox"/> <input type="checkbox"/> Differentiates instruction to meet a variety of student learning styles and abilities.	
Indicator 3.4	<input type="checkbox"/> <input type="checkbox"/> Employs instructional methods that address diverse populations	
Indicator 3.5	<input type="checkbox"/> <input type="checkbox"/> Uses instructional methods that foster and promote higher level thinking.	
Indicator 3.6	<input type="checkbox"/> <input type="checkbox"/> Uses questioning strategies appropriately to help students solve problems and/or think critically.	
Comments 1 st Observation: _____		
Comments 2 nd Observation: _____		
1 st observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>
2nd observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>

STANDARD 4: The teacher consistently creates and maintains an effective learning environment.

Observation		
1 st	2 nd	
Indicator 4.1 <input type="checkbox"/>	<input type="checkbox"/> Communicates appropriate learning and behavioral expectations for all students.	
Indicator 4.2 <input type="checkbox"/>	<input type="checkbox"/> Communicates with and challenges students in a supportive manner and provides students with constructive, timely feedback.	
Indicator 4.3 <input type="checkbox"/>	<input type="checkbox"/> Maintains a positive rapport and responds to students in an appropriate manner.	
Indicator 4.4 <input type="checkbox"/>	<input type="checkbox"/> Demonstrates thorough preparation and makes effective use of class time.	
Indicator 4.5 <input type="checkbox"/>	<input type="checkbox"/> Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	
Indicator 4.6 <input type="checkbox"/>	<input type="checkbox"/> Recognizes and adjusts instructional practices to motivate and meet students needs.	
Indicator 4.7 <input type="checkbox"/>	<input type="checkbox"/> Arranges physical classroom to support student learning.	
Comments 1st Observation: _____		

Comments 2nd Observation: _____		

1 st observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>
2nd observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>

STANDARD 5: The teacher consistently demonstrates appropriate and professional relationships with peers, students, parents and others.

Observation		
1 st	2 nd	
Indicator 5.1 <input type="checkbox"/>	<input type="checkbox"/> Utilizes school support services and/or community agencies to meet student needs.	
Indicator 5.2 <input type="checkbox"/>	<input type="checkbox"/> Creates and utilizes opportunities for communication with peers, students, parents and others.	
Indicator 5.3 <input type="checkbox"/>	<input type="checkbox"/> Builds positive relationships with students, staff, parents, and others.	
Indicator 5.4 <input type="checkbox"/>	<input type="checkbox"/> Relates with and works well with others.	
Comments 1 st Observation: _____		

Comments 2 nd Observation: _____		

1 st observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>
2nd observation MET <input type="checkbox"/>	GROWTH REQUIRED <input type="checkbox"/>	NOT MET <input type="checkbox"/>

STANDARD 6: The teacher consistently demonstrates professionalism in all aspects of performance.

Observation

1st 2nd

- Indicator 6.1 ☐ ☐ Upholds and models Kentucky's School Professional Code of Ethics.
- Indicator 6.2 ☐ ☐ Discusses students and school issues in a professional manner, maintaining respect and confidentiality.
- Indicator 6.3 ☐ ☐ Follows district/school policies and procedures including attendance, punctuality and timelines in performing professional duties.
- Indicator 6.4 ☐ ☐ Follows proper channels to address issues and problems.
- Indicator 6.5 ☐ ☐ Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the class) consistent with job responsibilities.
- Indicator 6.6 ☐ ☐ Performs supervisory duties in a manner to lower the risk of potential injury to self and others.
- Indicator 6.7 ☐ ☐ Dresses professionally.
- Indicator 6.8 ☐ ☐ Demonstrates appropriate communication skills, both written and verbal.
- Indicator 6.9 ☐ ☐ Seeks professional growth opportunities and activities.
- Indicator 6.10 ☐ ☐ Uses planning time to promote student success.

Comments 1st Observation: _____

Comments 2nd Observation: _____

1st observation

MET ☐

GROWTH REQUIRED ☐

NOT MET ☐

2nd observation

MET ☐

GROWTH REQUIRED ☐

NOT MET ☐

Overall Rating (Please Circle)

Satisfactory

Growth Required

Not Satisfactory

Evaluatee Signature and Date - 1st observation

Evaluator Signature and Date - 1st observation

Evaluatee Signature and Date - 2nd observation

Evaluator Signature and Date - 2nd observation

DAVISS COUNTY PUBLIC SCHOOLS
SUMMATIVE EVALUATION FOR EDUCATORS

This document summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other pertinent documentation.

Evaluatee _____ Grade/Content Area _____

School _____ Position _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences(s) 1st _____ 2nd _____ 3rd _____ 4th _____

TEACHER STANDARDS		GROWTH MET REQUIRED NOT MET		
1.	The teacher consistently designs and plans effective instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The teacher consistently makes effective use of resources .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The teacher consistently delivers and effectively communicates content knowledge and skills to students using research – based best practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The teacher consistently creates and maintains an effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The teacher consistently demonstrates appropriate and professional relationships with peers, students, parents and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The teacher consistently demonstrates professionalism in all aspects of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating (Please Circle): Satisfactory Growth Required Not Satisfactory

Individual professional growth plan reflects an Interest of the teacher (I) or Requirement (R) to acquire further knowledge and/or skills in the standard(s) indicated below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Appeals shall be made to the Director of Personnel within ten (10) work days of receipt of this evaluation as described in the *Certified Evaluation Handbook*.

I understand that signing this form indicates that I have met with the principal/evaluator and have received a copy of this form and attachments, if applicable.

Evaluatee Signature and Date _____

Evaluator Signature and Date _____

White Copy - School

Yellow Copy - Central Office

Pink Copy - Teacher

**DAVIESS COUNTY PUBLIC SCHOOLS
PROFESSIONAL GROWTH PLAN FOR EDUCATORS**

APPENDIX D

Name _____

School _____

The goal(s) for this Professional Growth Plan will address a standard of the Daviess County Public Schools' Evaluation Instrument and/or the School Consolidated Plan.

STANDARD NUMBER _____ AND/OR CP COMPONENT _____	<input type="checkbox"/> Desire <input type="checkbox"/> Need
GOAL DESCRIPTION 	
SUPPORT ACTIVITIES 1. 2. 3.	
EVALUATOR COMMENTS 	

STANDARD NUMBER _____ AND/OR CP COMPONENT _____	<input type="checkbox"/> Desire <input type="checkbox"/> Need
GOAL DESCRIPTION 	
SUPPORT ACTIVITIES 1. 2. 3.	
EVALUATOR COMMENTS 	

Completed: _____
 Evaluatee Signature/Date Evaluator Signature/Date

Reviewed: _____
 Evaluatee Signature/Date Evaluator Signature/Date

White Copy - School	Yellow Copy - Central Office	Pink Copy - Teacher
---------------------	------------------------------	---------------------

- STANDARD 1:** The teacher consistently designs and plans effective instruction.
- STANDARD 2:** The teacher consistently makes effective use of resources.
- STANDARD 3:** The teacher consistently delivers and effectively communicates content knowledge and skills to students using research – based best practices.
- STANDARD 4:** The teacher consistently creates and maintains an effective learning environment.
- STANDARD 5:** The teacher consistently demonstrates appropriate and professional relationships with peers, students, parents and others.
- STANDARD 6:** The teacher consistently demonstrates professionalism in all aspects of performance.

**DAVIESS COUNTY PUBLIC SCHOOLS
STAFF DEVELOPER EVALUATION INSTRUMENT**

APPENDIX E

NAME _____ DATE _____
SCHOOL _____ EVALUATOR'S NAME _____

Standard 1. The school staff developer functions in a collaborative and cooperative manner to provide on going job-embedded professional development for staff.

☐ Met
☐ Not Met

Evidence:

Standard 2. The school staff developer, through the use of disaggregated student data and multiple sources of research based information, works with administrators and teachers to enhance authentic learning.

☐ Met
☐ Not Met

Evidence:

Standard 3. The school staff developer facilitates learning communities for continuous instructional improvement by demonstrating leadership and providing resources.

☐ Met
☐ Not Met

Evidence:

Standard 4. The school staff developer acts within professional and ethical guidelines within the school and community.

☐ Met
☐ Not Met

Evidence:

Professional Goal #1:

Strategies to Meet Goal #1:

Met
Not Met
Continuing

Professional Goal #2:

Strategies to Meet Goal #2:

Met
Not Met
Continuing

Evaluatee Signature and Date

Evaluator Signature and Date

White Copy - School/Dept.

Yellow Copy - Central Office

Pink Copy - Employee

STAFF DEVELOPER INDICATORS**Standard 1:**

- 1.1 Works with teacher to develop professional growth plans.
- 1.2 Works with administrators and/or committees to design school professional development plans.
- 1.3 Provides continuous support for school wide initiatives.
- 1.4 Models best practices for instruction.
- 1.5 Conducts appropriate professional development when needed.
- 1.6 Informs staff members of appropriate professional development opportunities.
- 1.7 Maintains accurate professional development records.

Standard 2:

- 2.1 Provides data analysis sessions for staff members.
- 2.2 Prepares reports on academic progress of students for staff and site-based council.
- 2.3 Models the use of data for driving instructional decisions.
- 2.4 Uses data to help develop comprehensive school improvement plan.
- 2.5 Finds and shares research-based information/tools to address teacher needs.
- 2.6
- 2.7
- 2.8
- 2.9

Standard 3:

- 3.1 Models personal learning by attending trainings that will benefit student achievement.
- 3.2 Keeps current on educational research critical for the success of his/her school.
- 3.3 Demonstrates the ability to research topics and present the results in a clear fashion to staff.
- 3.4 Provides resources to assist teachers with differentiating instruction in the regular classroom.
- 3.5 Leads small group discussions with staff to improve instructional strategies.
- 3.6 Facilitates project-based learning opportunities for students.
- 3.7 Communicates appropriate information to parents.
- 3.8
- 3.9
- 3.10

Standard 4:

- 4.1 Is punctual to assigned duties and required functions.
- 4.2 Meets timelines.
- 4.3 Adheres to board policy, state statutes, Education Professional Standards Board standards, and professional code of ethics.
- 4.4 Relates well to other staff.
- 4.5 Demonstrates competence in written and verbal communication.
- 4.6 Discusses student and school issues in a professional manner, maintaining respect and confidentiality.
- 4.7 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

DAVIESS COUNTY PUBLIC SCHOOLS APPENDIX E/1
SCHOOL COUNSELOR EVALUATION INSTRUMENT

NAME _____ DATE _____

SCHOOL _____ EVALUATOR'S NAME _____

Standard 1. The school counselor demonstrates competency in program management and evaluation.

☐ Met
☐ Not Met

Evidence:

Standard 2. The school counselor provides a developmental, preventative guidance program using individual counseling, small group counseling, and large group settings.

☐ Met
☐ Not Met

Evidence:

Standard 3. The school counselor functions in a collaborative and cooperative manner to coordinate resources in the school, the community, and the district to maximize academic, career, personal and social development of the students.

☐ Met
☐ Not Met

Evidence:

Standard 4. The school counselor acts within legal and ethical guidelines and provides professional leadership within the school and community.

☐ Met
☐ Not Met

Evidence:

Professional Goal #1:

Strategies to Meet Goal #1:

Met
Not Met
Continuing

Professional Goal #2:

Strategies to Meet Goal #2:

Met
Not Met
Continuing

Evaluatee Signature and Date

Evaluator Signature and Date

White Copy - School/Dept.

Yellow Copy - Central Office

Pink Copy - Employee

GUIDANCE COUNSELOR STANDARDS

Standard 1:

- 1.1 Defines needs and priorities and determines objectives.
- 1.2 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the school guidance program.
- 1.3 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.4 Evaluates the program to assure its contribution to the school's mission and goals.

Standard 2:

- 2.1 Assesses the developmental need of students.
- 2.2 Addresses academic expectations and/or school-to-work initiatives to assist students with successful transitions.
- 2.3 Evaluates and modifies guidance program to continually meet the needs of students.
- 2.4 Utilizes a broad range of counseling techniques to maximize personal growth and development.
- 2.5 Provides a safe, confidential setting in which students present their needs and concerns.
- 2.6 Responds to crises.
- 2.7 Demonstrates empathy and understanding to students, staff, parents and community.
- 2.8 Utilizes appropriate tools and resources to assist to students in making informed choices.
- 2.9 Intervenes and/or mediates in problem/conflict situations.

Standard 3:

- 3.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.
- 3.2 Facilitates new student integration into the school environment.
- 3.3 Works with teachers to provide support for students in a crisis situation.
- 3.4 Facilitates communication between and among teachers, parents and students.
- 3.5 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 3.6 Coordinates with school, district and community personnel, including school councils, to provide resources for students to reduce barriers.
- 3.7 Uses an effective referral process, including community agencies for assisting students and others to use special programs and services.
- 3.8 Facilitates successful transition from one level of education to the next.
- 3.9 Participates in the planning and implementation of the state assessment.
- 3.10 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.

Standard 4:

- 4.1 Adheres to the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 4.2 Adheres to federal/state laws and regulations related to education and child protection.
- 4.3 Participates in appropriate professional development.
- 4.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 4.5 Advocates for the best practices of the profession.
- 4.6 Builds positive relationships within and between school and community.
- 4.7 Participates in professional organizations and activities.
- 4.8 Communicates effectively.
- 4.9 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 4.10 Initiates and develops educational projects and programs.
- 4.11 Practices effective listening, conflict resolution, and group-facilitation skills.
- 4.12 Performs duties in a manner that reflects sensitivity to a multicultural and global perspective.
- 4.13 Works with colleagues to administer an effective learning climate within the school.

DAVIESS COUNTY PUBLIC SCHOOLS

PRINCIPAL SUMMATIVE EVALUATION REPORT

 Name

 School

PERFORMANCE AREAS:
INSTRUCTIONAL LEADERSHIP

- ISLLC Standard 1: Vision
- ISLLC Standard 2: School Culture, Learning

SCHOOL MANAGEMENT

- ISLLC Standard 3: Management

INTERPERSONAL RELATIONSHIPS

- ISLLC Standard 4: Collaboration

PROFESSIONAL RESPONSIBILITIES

- ISLLC Standard 5: Integrity, Fairness, Ethics
- ISLLC Standard 6: Political, Economic, Legal

Met	Not Met

EVALUATOR'S COMMENTS:
EVALUATEE'S COMMENTS:

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Signatures do not necessarily reflect agreement, only that the information was discussed. If the evaluatee is dissatisfied with the whole or any part of the summative evaluation, an appeal may be written and given to the District's Evaluation Contact Person within five (5) school days immediately following receipt of the summative form. The letter shall include the rationale and the suggested solution for the appeal in detail.

Standard 1

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and activities
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

DAVIESS COUNTY PUBLIC SCHOOLS

ASSISTANT PRINCIPAL SUMMATIVE EVALUATION REPORT

 Name

 School

PERFORMANCE AREAS:
INSTRUCTIONAL LEADERSHIP

- ISLLC Standard 1: Vision
- ISLLC Standard 2: School Culture, Learning

SCHOOL MANAGEMENT

- ISLLC Standard 3: Management

INTERPERSONAL RELATIONSHIPS

- ISLLC Standard 4: Collaboration

PROFESSIONAL RESPONSIBILITIES

- ISLLC Standard 5: Integrity, Fairness, Ethics
- ISLLC Standard 6: Political, Economic, Legal

Met	Not Met

EVALUATOR'S COMMENTS:
EVALUATEE'S COMMENTS:

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Signatures do not necessarily reflect agreement, only that the information was discussed. If the evaluatee is dissatisfied with the whole or any part of the summative evaluation, an appeal may be written and given to the District's Evaluation Contact Person within five (5) school days immediately following receipt of the summative form. The letter shall include the rationale and the suggested solution for the appeal in detail.

APPENDIX E4

Principal Evaluation Teacher Input Questions Daviess County Public Schools

ADMINISTRATORS NAME: _____

INSTRUCTIONAL LEADERSHIP

With respect to effectively developing and sharing a school vision, building and maintaining a positive school culture and promoting quality learning experiences, what particular strengths are evident in your school principal?

If you have suggestions for improvements in these areas, please provide specific details below.

SCHOOL MANAGEMENT

With respect to the management of available resources (including time, money, physical plant) to facilitate effective teaching and learning, what particular strengths are evident in your school principal?

If you have suggestions for improvement in this area, please provide specific details below.

INTERPERSONAL RELATIONSHIPS

With respect to collaboration as demonstrated through visibility both during the instructional day and at school events, effective communication, and effective utilization of community resources, what particular strengths are evident in your school principal?

If you have suggestions for improvement in this area, please provide specific details below.

PROFESSIONAL RESPONSIBILITY

With respect to integrity, fairness, and ethics as demonstrated by daily interactions with others, by positive role model qualities, by acceptance of responsibility for school operations, and by inspiring others to higher levels of performance, what particular strengths are evident in your school principal?

If you have suggestions for improvement in this area, please provide specific details below.

Signature

Date

APPENDIX E5

Assistant Principal Evaluation Teacher Input Questions Daviness County Public Schools

Q
ADMINISTRATORS NAME: _____

INSTRUCTIONAL LEADERSHIP

With respect to effectively developing and sharing a school vision, building and maintaining a positive school culture and promoting quality learning experiences, what particular strengths are evident in your assistant principal?

If you have suggestions for improvements in these areas, please provide specific details below.

SCHOOL MANAGEMENT

With respect to the management of available resources (including time, and physical plant) to facilitate effective teaching and learning, what particular strengths are evident in your assistant principal?

If you have suggestions for improvement in this area, please provide specific details below.

INTERPERSONAL RELATIONSHIPS

With respect to collaboration as demonstrated through visibility both during the instructional day and at school events, effective communication, and effective utilization of community resources, what particular strengths are evident in your assistant principal?

If you have suggestions for improvement in this area, please provide specific details below.

PROFESSIONAL RESPONSIBILITY

With respect to integrity, fairness, and ethics as demonstrated by daily interactions with others, by positive role model qualities, by acceptance of responsibility for school operations, and by inspiring others to higher levels of performance, what particular strengths are evident in your assistant principal?

If you have suggestions for improvement in this area, please provide specific details below.

Signature

Date

ASSISTANCE TEAM LOG OF ACTIVITIES
 (form should be completed at each meeting of assistance team)

TEACHER'S NAME _____

DATE OF MEETING _____

Standards to be addressed _____

Team members present

Summary of meeting

Recommendations

Next meeting _____

EMPLOYEE ASSISTANCE RECORD

Teacher _____ Dates _____

Principal _____

Team members

ASSISTANCE TEAM RECORD

Date	_____
Classroom observation	_____
Professional Growth Plan developed	_____
Request for Assistance Team	_____
Assistance Team selected	_____
Principal/supervisor/teacher	_____
Meeting to explain assistance	_____
1 st meeting of Assistance Team	_____
2 nd meeting of Assistance Team	_____
3 rd meeting of Assistance Team	_____
4 th meeting of Assistance Team	_____
Summative Evaluation	_____
Conference with superintendent and/or attorney	_____
Summative Conference with employee	_____
Termination letter (if necessary)	_____

PERSONNEL

03.16

-CERTIFIED PERSONNEL-

Grievances

PROCEDURES

The Superintendent shall develop specific grievance procedures to include, but not limited to, the opportunity for grievances to be addressed and resolved at each level of the chain of command from the point of origin, time limitations for the filing and the appeal of a grievance, and procedures for the orderly review and appeal of each individual grievant.

Grievances are individual in nature and must be brought by the individual grievant.

The Board shall take action only on those grievances that fall within the authority of the Board.

GENERAL GRIEVANCES

The Board will hear grievances only after unsuccessful resolution by the employee's supervisors.

PERSONNEL ISSUES

The Board will not hear any grievance concerning personnel actions taken by the Superintendent/designee, unless the grievance is based on an alleged violation of constitutional, statutory, regulatory, or policy provisions.

Before accepting a grievance appeal, the Board shall seek the advice of the Board Attorney as to whether the appeal falls within the requirements of this policy. Any personnel grievance not falling within those requirements shall be appealed only to the level of the Superintendent.

The Board shall not hear grievances concerning simple disagreement or dissatisfaction with a personnel action.

EXCEPTION

Harassment/Discrimination allegations shall be governed by policy #03.162.

REFERENCE:

OAG 78-204

RELATED POLICY:

03.162

Adopted/Amended: 08/15/02
Order#: 34

Grievance Procedure

Employees wishing to initiate a formal grievance about an alleged violation of a constitutional, statutory, or regulatory provision, of a Board policy, administrative rule, or procedure shall use a Grievance Initiation Form (03.16 AP.2)

CONDITIONS

1. All grievances are individual in nature and must be brought by the individual grievant.
2. All grievance proceedings shall be conducted outside the regular school day and at a time and place mutually agreed upon.
3. The grievant shall be permitted to have one (1) representative.
4. To the extent possible, all attendant records shall be filed in the office of the immediate supervisor and/or Superintendent and shall be considered private information and separate from the individual employee's folder. All records will be kept for a minimum of three (3) years.
5. No reprisal shall be taken against any aggrieved person because of the filing of a grievance.

TIME LIMITS

1. days referred to in the grievance initiation form shall be working days, except for any days which are designated as holidays, professional meeting days, national, state, or local disaster or mourning days and any days during the school term on which schools are closed.
2. The time limits stated in various sections of these procedures may be extended by mutual consent of the Board, its authorized agents, and the grievant.
3. If no extension occurs and the grievant does not file an appeal to the next level within ten (10) working days of receiving a response, the grievance shall be considered to have been settled and terminated at the previous level, and the answer given at that level shall stand.

SUPERINTENDENT'S/DESIGNEE'S INVOLVEMENT

1. When appropriate, the grievant shall give his/her communication directly to the Superintendent, thus bypassing the immediate supervisor. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level or in those instances where the nature of the grievance would require the initial response of the Superintendent.
2. The Superintendent reserves the right to redirect the communicator to the appropriate level.

Grievance Procedure

BOARD OF EDUCATION'S INVOLVEMENT

1. If the employee, after reviewing the Superintendent's response, desires direct communication with the Board of Education, the employee may present his/her written communication to the Superintendent for transmittal to the Board of Education, or notify the Superintendent ten (10) working days prior to the meeting of the Board at which the employee wishes the grievance presented. Employees are not authorized to contact Board members individually about grievances.
The Board shall consider grievances concerning personnel actions in accordance with parameters set out in policy.
2. If the Board decides to review the grievance, the employee will then be afforded an opportunity to appear before the Board at the next regular meeting for relevant discussion of the employee's communication. If the employee does not wish to make a verbal presentation, the employee's right to refrain from such activity will be respected.
3. The Superintendent or the grievant shall present the communication to the Board of Education at its next regularly scheduled meeting.
4. The Board of Education will consider the grievance, and will provide the employee a written response within ten (10) working days after the next regularly scheduled meeting of the Board, following the meeting of the Board at which the grievance was initially presented. The decision of the Board of Education shall be final.

RELATED PROCEDURE

03.16 AP.2

Review/Revised: 08/15/02

APPENDIX I

PERSONNEL

03.16 AP.1
(CONTINUED)

RELATED PROCEDURE: 03.16 AP.2

Review/Revised: 08/17/2000

TITLE IX GRIEVANCE PROCEDURE

The primary purpose of this procedure is to provide for prompt and equitable resolution of employee, parent, or student complaints alleging any action which would be prohibited by Section 504, Title VI, or Title IX regulations.

Level One - The resolution of a grievance through free and informal communications as close as possible to the point of origin is encouraged. An individual with a grievance may first take it to his/her immediate supervisor or principal.

Level Two - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level One, he/she may file the grievance in writing to the Director of Personnel, P.O. Box 21510, Owensboro, KY 42304-21510, telephone (270) 685-3161. The Director of Personnel will then assign the Level Two grievance to either the Assistant Superintendent for Instruction or the Assistant Superintendent for Special Programs. Within ten (10) days from receipt of the grievance, he/she shall request a conference with the aggrieved or render a written decision as to the solution.

Level Three - In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may request a hearing before the Superintendent of Schools, P. O. Box 21510, Owensboro, KY 42304-21510, telephone (270) 685-3161.

Level Four - In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, he/she may request the Superintendent to schedule a hearing before the Board of Education at their next regular meeting.

Level Five - If the aggrieved person is not satisfied with the decision of the Board, he/she may appeal, the Board's ruling through another judicial avenue including the courts, the State Department of Education, or the Department of Health, Education and Welfare.

The aggrieved person may select a representative to accompany him/her at each level, may ask such representative to set the facts down in a written form, and may request a written decision at levels outlined above.

A grievance may begin at any level provided that the decision being grieved occurred at that level.

Approved: August 1977
Revised: February 1986
Revised: June 1992
Reference: Title IX, Education Amendments, 1972
Daviess County Board of Education

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent and approved by the Board. (Reference: KRS 156.557 and 704 KAR 3.345)

In the election of the appeals panel members, the persons receiving the first and second number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding of panel expenses will be provided from the general fund.

The Superintendent shall appoint one member to serve on the panel and an alternate for that individual. The panel shall elect its chairperson for each appeal.

Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the selection results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/one vote
- All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

APPEALS PANEL

(WILL BE ESTABLISHED SEPTEMBER/ OCTOBER OF EACH YEAR)

**APPEALS PANEL
PROCEDURES AND TIMELINE**

1. Every employee has the right to a hearing as to every appeal.
2. The Director of Personnel receives the Appeals Panel Hearing Request Form and a copy of the Summative Evaluation from the evaluatee.
3. The Director of Personnel immediately contacts the Superintendent's appointee.
4. The appeals process shall be completed within 15 working days of the filing of the appeal.
 - The Superintendent's appointee schedules appeals panel meeting within three (3) working days to discuss responsibilities of the panel.
 - The evaluator and the evaluatee have the right to review in advance all documents that are to be presented to the evaluation appeals panel.
 - Preliminary hearing is scheduled. The purpose of the preliminary hearing is to make certain that all documents are relevant and have been presented to both parties.
 - The evaluatee has the right to have a chosen representative present at the hearing.
 - The final hearing is scheduled within three (3) working days of the preliminary hearing.
 - Appeals panel decision is reported to the Superintendent within three (3) working days of decision.
 - The Superintendent will report the decision to evaluatee by certified mail.
5. The evaluatee may request in writing a reasonable extension to the 15 day timeline due to extenuating circumstances.
6. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated by _____

during the current evaluative cycle. My disagreement with the findings of the summative evaluation have been thoroughly discussed with my evaluator.

I respectfully request the Daviess County Public Schools District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

_____	Substantive
_____	Procedural
_____	Both substantive and procedural

Signature

Date

This form and a copy of the Summative Evaluation shall be presented in person or by mail to the Director of Personnel within ten (10) working days of completion of the summative conference.

For Central Office Use Only

Date Received _____ Signature _____

REFERENCES

- ♦ **REFERENCE 1 CODE OF ETHICS**
- ♦ **REFERENCE 2 NEW TEACHER STANDARDS FOR
PREPARATION AND CERTIFICATION**
- ♦ **REFERENCE 3 EXPERIENCED TEACHER STANDARDS
FOR PREPARATION AND CERTIFICATION**
- ♦ **REFERENCE 4 POSITION DESCRIPTIONS**
- ♦ **REFERENCE 5 PRINCIPAL'S SELF REFLECTION SHEET**

CODE OF ETHICS

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform through the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

704 KAR 20:680, Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

TO STUDENTS

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behavior as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

REFERENCE 1

TO PARENTS

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

TO EDUCATION PROFESSION

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

PREAMBLE

The New Teacher Standards describe what first year teachers should know and be able to do in authentic teaching situations and the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning. They imply more than the mere demonstration of teaching competencies. They imply a current and sufficient academic content understanding that promotes consistent quality performance on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by beginning teachers.

In Kentucky, all teaching and learning tasks address Kentucky's academic expectations. These identify what students need to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops students' abilities to:

1. Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
2. Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
3. Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
4. Become a responsible group member who demonstrates consistent, responsible, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mind to other perspectives.
5. Think and solve problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
6. Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

NEW TEACHER STANDARDS FOR TEACHER CANDIDATES

The New Teacher Standards each contain a general standard statement followed by a set of performance criteria to be used in judging the quality of performance of first-year teacher candidates presented with specific teaching tasks. The standard statement describes the category of tasks beginning teachers should be able to perform. Performance criteria describe those factors used to judge the quality of teacher performances. Scoring rubrics or guides will enable one to judge the level of performance.

The New Teacher Standards are described somewhat in the order that teachers might perform tasks (e.g., plan, implement instruction, assess learning, reflect on and evaluate instruction). However, it should be understood that the order in which they are presented does not imply priority or degree of importance.

NEW TEACHER STANDARD I: Designs/Plans Instruction

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher's plan:

1. Focuses instruction on one or more of Kentucky's student academic expectations.
2. Develops the student's ability to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Proposes learning experiences that challenge, motivate, and actively involve the learner.
5. Proposes learning experiences that are developmentally appropriate for learners.
6. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
7. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
8. Establishes physical classroom environments to support the type of teaching and learning that is to occur.
9. Includes creative and appropriate use of technology as a tool to enhance student learning.
10. Includes appropriate assessment strategies and processes.
11. Includes comprehensive and appropriate school and community resources that support learning.
12. Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

NEW TEACHER STANDARD II: Creates/Maintains Learning Climates

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates with and challenges students in a positive and support manner.
2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. Shows consistent sensitivity to individual academic, physical, social and cultural differences and responds to all students in a caring manner.
4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
5. Organizes materials and equipment to create a media-rich environment, including technology.
6. Motivates, encourages, and supports individual and group inquiry.
7. Uses classroom management techniques that foster self-control and self-discipline.
8. Encourages responsibility to self and to others.
9. Promotes student willingness and desire to receive and accept positive and negative feedback.

NEW TEACHER STANDARDS III: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates specific standards and high expectations for learning.
2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
5. Makes appropriate provisions for learning to address diversity among learners.
6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.
9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitation instruction.
10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
11. Makes creative and appropriate use of media and technology.
12. Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.
13. Provides opportunities for students to use and practice what is learned.
14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
15. Links learning with student aspirations for future roles.

NEW TEACHER STANDARD IV: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Uses multiple assessments and sources of data.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the Commonwealth Accountability Testing System (CATS).
4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. Systematically collects and analyzes assessment data and maintains up-to-date research records of student progress.

NEW TEACHER STANDARD V: Reflects/Evaluates Teaching/Learning
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

NEW TEACHER STANDARD VI: Collaborates with Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
2. Articulates the purpose and scope of the collaborative effort.
3. Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

NEW TEACHER STANDARD VII: Engages in Professional Development
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
3. Engages in relevant professional development activities and follows through with plan.
4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

NEW TEACHER STANDARD VIII: Knowledge of Content

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic areas.
3. Incorporates a multicultural/global perspective in content presentations.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

NEW TEACHER STANDARD IX: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small groups, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal use of technology.

EXPERIENCED TEACHER STANDARDS FOR PERPAPRATION AND CERTIFICATION

PREAMBLE TO EXPERIENCED TEACHER STANDARDS

The Experienced Teacher Standards identify what effective experienced teachers know and do. While the Standards build upon what new teachers should know and do, they include and exceed new teacher standards. The Experienced Teacher Standards incorporate additional standards that are characteristic of effective, experienced teachers. Instructional processes of effective, experienced teachers demonstrate an understanding of the academic, social, emotional, and physical needs of each learning.

Included with each Experienced Teacher Standard are suggested performance criteria. It is intended that standards and performance criteria be considered holistically rather than applied as a prescriptive checklist when assessing a teacher's performance. Furthermore, the performance criteria listed for each standard, while descriptive in nature, are not listed in any order of importance.

STANDARD I: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Builds positive relationships within and between school and community.
2. Promotes leadership potential in colleagues.
3. Participates in professional organizations and activities.
4. Writes and speaks effectively.
5. Contributes to the profession knowledge and expertise about teaching and learning.
6. Guides the development of curriculum materials.
7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
8. Initiates and develops educational projects and programs.
9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

STANDARD II: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
2. Communicates a current knowledge of discipline(s) taught.
3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
5. Connects content knowledge to real-world applications.
6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.

7. Analyzes sources of factual information for accuracy.
8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD III: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
5. Creates and uses learning experiences that are developmentally appropriate for learners.
6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
9. Develops and implements appropriate assessment processes.
10. Secures and uses a variety of appropriate school and community resources to support learning.
11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

STANDARD IV: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
3. Shows consistent sensitivity to individuals and responds to students objectively.
4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.

5. Locates and organizes materials and equipment to create an enriched multimedia environment.
6. Encourages and supports individual and group inquiry.
7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
9. Works with colleagues to develop an effective learning climate within the school.

STANDARD V: Implements/Manages Instruction

The teacher introduces/implements/manages instruction and develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates specific goals and high expectations for learning.
2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
6. Stimulates students to reflect on their own ideas and those of others.
7. Uses appropriate questioning strategies to help students solve problems and think critically.
8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
11. Makes effective use of media and technology.
12. Makes efficient use of physical and human resources and time.
13. Provides opportunities for students to use and practice what is learned.
14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

STANDARD VI: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Selects and uses appropriate assessments.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD VII: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Assesses and analyzes the effectiveness of instruction.
2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

STANDARD VIII: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Initiates collaboration with others and creates situations when collaboration with others will enhance student learning.
2. Discusses with parents, students, and others the purpose and scope of the collaborative effort.
3. Articulates expectations for each collaborative event (e.g., timelines and responsibilities).
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, (e.g., issue and conflict resolution).
5. Secures and makes use of school and community resources that present differing viewpoints.
6. Recognizes and responds, appropriately to differences in abilities, contributions, and social and cultural backgrounds.
7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8. Analyzes previous collaborative experiences to improve future experiences.

9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

STANDARD IX: Engages in Professional Development

The teacher evaluates own overall performances in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Establishes priorities for professional growth.
2. Analyzes student performance to help identify professional development needs.
3. Solicits input from others in the creation of individual professional development plans.
4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD X: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriate in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to sample connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal use of technology.

POSITION DESCRIPTIONS

TITLE: Elementary Principal

DEFINITION: The elementary principal assumes the leadership role in all areas of his or her assigned school, reports directly to the Director of Elementary Schools, and works cooperatively with other administrators.

MAJOR POLICY

RESPONSIBILITY: The elementary principal implements school board policies and recommends needed policy changes relative to school site management.

KEY FUNCTIONS:

17. CURRICULUM AND INSTRUCTION

Authority/Responsibility

Directs and supervises all aspects of the instructional program and is responsible for teacher implementation of the district's curriculum.

Representative Activities

1. Provide and participate in staff development activities to improve instruction.
2. Supervise the curriculum and instructional activities at the school site.
3. Participate in district curriculum revision as requested.
4. Facilitate the instructional program through regular faculty and grade-level meetings.
5. Provide for the establishment and evaluation of educational goals and objectives for the school.

18. STAFF PERSONNEL

Authority/Responsibility

Recommends, supervises, and evaluates building personnel.

Representative Activities

1. Encourage and support professional growth.
2. Conduct formative and summative evaluations of staff in accordance with contractual guidelines.
3. Observe staff informally on a continual basis and provide appropriate recommendations for building staff positions.
4. Participate in the screening and interviewing of school employees, and make appropriate recommendations for building staff positions.
5. Assign staff within the building to specific positions according to need and certification.

19. PUPIL SERVICES

Authority/Responsibility

Establishes, monitors, and coordinates services which will foster the well-being of students and provide for their individual needs.

Representative Activities

1. Establish and direct behavior management plan consistent with the school system policies.
2. Cooperate with other district level administrators and agencies to provide for the safety and the emotional and physical well-being of students.
3. Identify and refer students with special needs.
4. Compile, secure, and use student records according to policy.

20. SCHOOL-COMMUNITY RELATIONSHIP

Authority/Responsibility

Fosters and maintains effective two-way communication between the community and the school.

Representative Activities

1. Release information about the school through newsletters, news media, parent groups, and other appropriate communication strategies.
2. Meet with PTO/PTA, adopters, and other community advisory groups.
3. Promote parent and community involvement in the school.

21. RESOURCE MANAGEMENT

Authority/Responsibility

Supervises the maintenance, operation, and upgrading of the assigned building, equipment, and grounds; manages the school's fiscal program.

Representative Activities

1. Oversee preparation and implementation of the school's budget.
2. Order appropriate materials and equipment.
3. Maintain accurate inventories.
4. Monitor the daily use and care of the building, grounds, and equipment by students, faculty, maintenance, and custodial personnel.
5. Provide information and make recommendations concerning the job performance of custodial staff.

22. GENERAL MANAGEMENT

Authority/Responsibility

Establishes, implements, and maintains legal and workable administrative policies and procedures.

Representative Activities

1. Establish a master schedule and assign students.
2. Supervise the enrollment, transfer, and withdrawal of students.
3. Prepare and submit federal, state, and local reports.

23. PERSONAL AND PROFESSIONAL RENEWAL

Authority/Responsibility

Improve professional skills and knowledge needed to provide effective leadership as a building principal.

Representative Activities

1. Participate in local, state, and national professional organizations.
2. Visit programs in other schools and attend educational conferences.
3. Read current professional literature.

POSITION DESCRIPTIONS

TITLE: Secondary Principal

DEFINITION: The secondary principal gives leadership in the building to all instructional programs and is responsible for the administration and operation of all other programs, activities, personnel, facilities, and equipment related to the building unless otherwise specified. The secondary principal reports directly to the Director of Middle and Secondary Schools, works in cooperation with other administrators who comprise the administrative team, and directs the activities of assistant principal(s).

MAJOR POLICY

RESPONSIBILITY: The secondary principal works with all staff members to implement the district's educational policies and procedures, and makes recommendations for change relative to school site management.

KEY FUNCTIONS:

A. CURRICULUM AND INSTRUCTION

Authority/Responsibility

Directs, supervises, and monitors the curriculum and instructional program.

Representative Activities

1. Provide leadership in establishing and implementing educational goals and objectives for the school and evaluating the attainment of those goals and objectives.
2. Supervise curriculum and instruction activities at the school site.
3. Direct the planning of building level staff development activities and in-service day programs.
4. Participate in district curriculum revision as requested. Make curriculum recommendations to Assistant Superintendent for Teaching and Learning.
5. Plan and effect an organizational framework to bring together the school's staff, students, facilities, and programs in an effective instructional program.
6. Direct the registration procedures and the preparation of the Master Schedule.

B. STAFF PERSONNEL

Authority/Responsibility

Assists in acquiring and supervising all persons assigned to the school.

Representative Activities

1. Asses staffing needs and cooperates with personnel from the Department of Human Resources Management in interviewing and making recommendations concerning employment.
2. Assign staff within the building to particular teaching or support positions.

3. informally on a continual basis and provide appropriate feedback.
4. Administer provisions of negotiated employee contracts relative to certified and support staff in the building.
5. Participate in conflict resolution as needed.
6. Assign building administrators to roles and responsibilities that will ensure the most effective operation of the building.

C. PUPIL SERVICES

Authority/Responsibility

Directs and supports services which will foster the well-being of students and provide for their individual needs.

Representative Activities

1. Establish and direct behavior management systems which are consistent with Board of Education policies.
2. Cooperate with other district level administrators in supporting programs, such as guidance, special education, and nursing services that provide for the safety, emotional and physical well-being, and enhanced educational opportunities for students.
3. Provide orientation for students new to the building.
4. Compile, secure, and use student records in compliance with legal restraints and district policies.
5. Direct and recommend changes in the building's extra- and co-curricular programs.
6. Direct the scheduling of students.

D. SCHOOL-COMMUNITY RELATIONS

Authority/Responsibility

Creates, fosters, and maintains effective two-way communication between the community and the school.

Representative Activities

1. Organize and meet with Parent Adopt A School, and other advisory groups.
2. Direct the release of information about the school through newsletters, meetings, newspapers, parent groups, and other appropriate communication techniques.
3. Present or supervise the presentation of reports to the Board of Education as directed by the superintendent.
4. Develop relationships with individuals and community groups which foster support for school goals, objectives, and programs.

E. RESOURCE MANAGEMENT

Authority/Responsibility

Supervises the operation of the building, equipment, and business procedures in ways that enhance the overall program.

Representative Activities

1. Oversee preparation and implementation of the building budget.
2. Prepare and submit federal, state, and local reports.
3. Monitor the daily use and care of building, grounds, and equipment by students, faculty, maintenance, and custodial personnel.

4. Provide information and make recommendations concerning the job performance of custodial staff.

F. GENERAL MANAGEMENT

Authority/Responsibility

Establishes, implements, and maintains legal and workable administrative policies and procedures.

Representative Activities

1. Establish a master schedule and assign students.
2. Supervise the enrollment, transfer, and withdrawal of students.
3. Prepare and submit federal, state, and local reports.

G. PROFESSIONAL RENEWAL

Authority/Responsibility

Improves professional skills and knowledge needed to provide effective leadership as a building principal.

Representative Activities

1. Participate in local, state, and national professional organizations.
2. Visit programs in other schools and attend educational conferences.
3. Read current professional literature.

PRINCIPAL'S SELF REFLECTION SHEET

1. What instructional changes have I made in the instructional program based on my examination of test data?
2. What examples can I give of effective classroom monitoring of student progress (**read report card notes)?
3. Are my school's goals consistent with district aims?
4. How do I help teachers acquire needed instructional resources?
5. How do I directly supervise how instructional strategies are transformed into learning activities through observation and follow-up feedback?
6. What have I done to communicate to the community about academic achievement and how do I personally recognize the accomplishments of students?